

English 8: LDMS Remote Learning Plan

(March 16-March 29, 2020)

Within the school guidelines sent home in the Family letter, there are Four Elements structuring this packet for English 8: designed to support your continued learning experiences, curiosities, and skill reinforcements.

Please review the following pages carefully as they detail a range of reading, audio-visual, writing, and reflection experiences: several of them optional, some of them even valuable opportunities for family engagement and conversation.

1. Reading: Core work, will be reading the Prize-Winning Novel, THE WATSONS GO TO BIRMINGHAM, by Christopher Paul Curtis, distributed on Friday March 13: an effective self-guided reading opportunity in anticipation of school closures.

CRUCIAL: RETRIEVE FROM YOUR LOCKER , assisted by LDMS staff, if you do not already have this novel with you.

2. Listening-Watching: Various Read-Aloud versions of the Novel, cues to the Hallmark Channel Film Production (90 minutes, and family friendly across ages), as well as other video clips, interviews, resources that provide useful context, and further appreciation, of the Civil Rights Era, the Birmingham Summer and Children's Marches of 1963, and the novel itself.

3. Writing: A menu of written responses to choose from, in practicing your writing skills: not just the practice in syntax, descriptive language, transitions and organization; but the broader literary and writerly skills that develop and demonstrate critical thinking/ compare & contrast/ examination of character and theme

4. SOL Review Resources: You've seen all these before. But good to keep re-affirming, while State Testing Expectations are up in the air. The matching/ fill in the blank sheet of literary terms will be a productive support for your reading of THE WATSONS GO TO BIRMINGHAM, in sensing how the author depends on those features and terms.

READING TARGETS: *The Watsons Go to Birmingham*

With an average of a chapter a day, plan to complete the novel by March 30. If we are out of school beyond that, we will proceed from that benchmark expectation. Building from the first two reading targets (as established on March 13, when your books were distributed).

Ultimately, your reading pace can be self-directed: Below, maps out a steady pace, with some logical breaks in the novel's development.

Reading rates differ, of course; Read-Aloud versions on YouTube average about 15 mins per chapter (for many, silent reading will be quicker, though please don't rush, in overlooking the narrator's voice, to focus only on dialogue and plot.

Wed	3/18	(Chaps. 1-2, p.31)
Fri	3/20	(Chaps. 3-6, p. 85)
M	3/23	(Chaps. 7-8, p.120)
W	3/25	(Chaps 9-11, p.161)
F	3/27	(Chaps. 12-15: <u>FINISH</u>: p. 210)

BEFORE YOU READ

PRE-View the CHOICE MENU of Writing Prompts I've provided on the separate page.

Whether you respond to a particular prompt, or not, these questions and cues will help you develop ideas and think critically as the novel develops, and help you identify examples from the novel to discuss in the written responses you choose.

ALSO PRE-VIEW ON FOLLOWING PAGES:

**THE OPTIONAL LINKS TO AUDIO-VISUAL SUPPLEMENTS
THAT CAN PREFACE, SUPPORT, ENRICH YOUR READING.**

LISTENING~WATCHING:

1. Chapter-By-Chapter Read-Aloud Playlist (full novel voiced by a diverse student adult readers)

<https://www.youtube.com/watch?v=uXybALKqUoU&list=PL7pkIBMo2KL9G9I7iXK8ENhaOGihtgOs9&index=1%C2%A0>

2. Hallmark Channel Movie Version (90 mins):

While not a substitute for your reading, I highly recommend that you watch this film adaptation, produced by Hallmark Channel, linked here in a Free Online Stream if you have internet access.

Either in advance, in parallel with, or after your reading. It will enrich your sense of character, and tone (and also help you to see what is “missing” when the narrator’s voice is absent).

<https://www.dailymotion.com/video/x3i6dh3>

An excellent opportunity to **Watch with your own Family, during these isolating times.**

Parents, younger siblings, would all likely be well-rewarded by this coming-of-age book: as sensitive to family dynamics – our care and complexities – as well as its witness to the cultural march of the Civil Rights Era:

3. Other Links for Context/ Enrichment:

Birmingham 1963, Children’s Marches, Church Bombing, Civil Rights at Large

Children of Birmingham, and Turning Point of Civil Rights Movement:

https://www.youtube.com/watch?v=hCxEGi_SzoQ (10 mins)

Second D-Day Children’s March, May 3, 1963 (Firehoses and Dogs set on the Children)

<https://www.youtube.com/watch?v=5c113fq3vhQ> (10 mins)

4 Little Girls (Documentary, produced by Spike Lee)

<https://www.youtube.com/watch?v=eBuKaYOKIbl> (90 mins)

Remembering the Birmingham 16th Street Baptist Church Bombing

<https://www.youtube.com/watch?v=mxrAcEcVHBs> (5 mins)

Ruby Bridges Video (the 6-year old girl who integrated Louisiana Schools, solo: she was the subject in the famous Norman Rockwell Civil Rights painting, and spoke at Washington & Lee this Fall;

Video includes song “Walk a Mile in Ruby’s Shoes,” and clips from the Disney Bio-Pic, “Ruby Bridges”

<https://www.youtube.com/watch?v=u3CkNBZBVuM> (6 mins)

SELMA (Oscar Winning Feature Film, PG-13; Official Trailer:)

<https://www.youtube.com/watch?v=x6t7vVTxaic>

WRITING:

From the list below, **CHOOSE THREE** of these prompts to write about, considering their cues as you read, and prepare to write distinct, reflective paragraphs about your choice of figures and events and themes in THE WATSONS GO TO BIRMINGHAM. You don't have to have completed the novel, to address these questions fully: terms and skills we've been working at through the year in our varied work with short fiction and longer imaginative literature in MAUS and A MIDSUMMER NIGHT'S DREAM.

Again, pacing is up to you; and a good experience for you to self-assess, as you prepare for the more self-determined rhythms and task-sequences you'll find in high school. To align with the reading targets laid out before, I'd suggest completing one parag in first week (by 3/ 23) & your second and third, the next week (by 3/30).

For **EACH** of the **THREE** Prompts you **CHOOSE**:

Write a 5-8 sentence paragraph examining how the novel develops these **Literary Terms**
(see this packet's list, used repeatedly this year for further definitions/ reminders)

EACH Paragraph Should Include:

1-2 TRANSITION WORDS PER PARAGRAPH (our standard list is in this packet)

1+ ADJECTIVE PER SENTENCE

1+ COMMA PER SENTENCE:

this will drive you to extend/ elaborate your thoughts, by using **conjunctions** to add independent or dependent clauses, or elaborate fuller descriptive lists of 3+ things

1. Setting: Use specific details & **Transition Words from List** to Compare/ Contrast the novel's 2 main settings: Flint, Michigan and Birmingham, Alabama? You might also more specifically compare the Watsons' Family Home in Michigan, with Grandma's Home in Alabama.

2. Conflict: Each of these two could count as one of your Paragraph Responses

2A. External Conflicts (Conflicts the Characters have no control over):

Describe/ Compare 2 External Conflicts that the novel presents to its characters?

2B. Internal Conflicts: (Conflicts within a Character's Mind, Values, Soul):

Describe/Compare two Characters who acknowledge internal conflicts (or conflicts that you INFER?).

3. Motivations: Compare/Contrast Parents' motivations, Childrens' motivations. How do they change?

4. Characterization: Compare and Contrast 2 Characters, and how they are developed over time.

How are they directly or indirectly characterized, so that the author leads you to INFER OR ASSUME something about them, without directly stating.

5. Themes: Choose **ONE** of these themes, and describe some ways that theme figures into parts of the plot, characters, conflict, or 'larger messages' you think the book is trying to highlight.

Love

Family Conflict

Mis-judgment

Fear

Trust

Citizenship

SOL Review Resources (following pages):

1.The Literary Terms Worksheet: a good opportunity to review those prior terms (a matching exercise). Doing so will also support your reading

2.List of Transition Words, and Subordinating Conjunctions (which create their own transitional links by beginning dependent clauses) are also good to keep memorizing and extending.

Note that your written responses to the novel need to include 1-2 Transition Words per paragraph, along with required commas (which may well invite you to use the conjunctions listed at the bottom, as well as FANBOYS.

3. SOL Essay Prompts/ Keys: I've attached (and also posted on my coursepage) all of the Sample Prompts that the State has released, and used in past years as sample SOL essay prompts. You have seen most of these, outlined several, drafted and revised responses to a few.

Sometime before we return to school:

PLEASE CHOOSE ANY TWO PROMPTS

that you've not previously outlined or responded to.

Then, on a blank or lined piece of paper, as you will receive on the day of the SOL test (whenever that might be scheduled), spend 5-10 minutes on each outline: develop and elaborate with specific details, examples, anecdotes an outline that would lead you to begin writing an essay.

You do NOT need to write up paragraphs beyond the outline itself, though to repeat our instruction: I would strongly urge you, however, to **NOTE TRANSITION WORDS** you could best use to signal the connections/ contrasts/ sequence between body paragraphs, as you would develop them when composing from outline.

Ideally, we'll have time to draft one of your chosen topics when back at school, and practice line level revision.

4. SOL Sample Multiple Choice Tests/ Keys:

If and as you are interested, I have posted some older Sample SOL Tests on my course webpage:

http://lexingtonva.gov/community/schools/ldms/faculty_pages/mr_wilson.htm

After taking the test (writing answers by hand, as these have to be pdf files), you can also review the key to see which questions you got correct/ incorrect, and to review WHY you erred on a particular skill or question.

Can you figure out "The Logic of Your Mistake"??